DOCUMENT RESUME

ED 319 691 SP 032 268

AUTHOR Didham, Cheryl K.
TITLE Equal Opportunity in the Classroom--Making Teachers Aware.
PUB DATE Feb 90
NOTE 17p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Las Vegas, NV, February 5-8, 1990).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Higher Education; Preservice Teacher Education; *Research Utilization; Self Fulfilling Prophecies; Social Bias; *Student Characteristics; *Teacher Attitudes; *Teacher Behavior; *Teacher Expectations of Students; *Teacher Student Relationship

ABSTRACT

This paper examines the research and literature on teacher expectations since the Pygmalion study by Rosenthal and Jacobson. Included in the bibliography is research on race, gender, nonverbal behavior and socioeconomic status as it pertains to expectancies. The paper demonstrates how this information can and should be incorporated in the education courses prior to student teaching. New textbooks include sections on expectation research, and students can further their understanding by completing directed observations while in their field sites. It is pointed out that while teachers are generally correct in their judgments of what each child needs, unconscious biases or treatment of particular children can lead to self-fulfilling prophecy. An observation form is attached which was developed for an early field experience class and which allows the student to record observations of teacher behavior and bias. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED319691

Equal Opportunity in the Classroom--

Making Teachers Aware

Cheryl K. Didham
Assistant Professor
The Ohio State University at Lima
Lima, Ohio 45804

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C. K. Didham

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

A paper presented at ATE National Conference
Las Vegas, Nevada
February 5-8, 1990

SP032 268

BEST COPY AVAILABLE

A SURVEY OF AASCU INSTITUTIONS COMPLIANCE WITH SELECTED NCATE STUDENT AND FACULTY STANDARDS IN ADVANCED PROGRAMS

ABSTRACT

This report presents the results of a survey of advanced programs in teacher education at institutions which are members of the American Association of State Colleges and Universities (AASCU). It is the opinion of the researchers that several of the NCATE criteria apply more appropriately to basic programs than advanced; especially in the categories related to the world of practice, students, and faculty. The purpose of the research, therefore, is to assess AASCU institutions' compliance with selected NCATE criteria in categories, II, III, and IV (World of Practice, Students, and Faculty) which relate to: 1) relationships with graduates, 2) admission, 3) monitoring progress, 4) completion of the program, 5) faculty qualifications and assignments, and 6) faculty load.

Results show, primarily, that few institutions (10%) have first-year assistance programs in place at the master's level, many institution (22%) do nothing at the master's level to attract minority candidates, and institutions with student populations less than 10,000 appear to have a serious faculty load problem.

Much research has been done on teacher expectations since the famous Pygmalion study by Rosenthal and Jacobson. This paper attempts to look at the research and literature on teacher expectations since that study, particularly what has been done in the last ten years. Included in the bibliography is research on race, gender, non-verbal behavior and socioeconomic status as it pertains to expectancies. The intent of this author is to show how this information can and should be incorporated in education courses prior to student teaching. Many new textbooks include sections on expectation research and students can further their understanding by completing directed observations while in their field sites.

Early studies can be traced back to Levin and Hamel, but Tolman is considered to be the originator of expectancies theories of learning, presenting his ideas in a publication in 1932 (Dusek, 1985). What is of most interest to educators, however, started with Rosenthal when he began his dissertation research in the 1950's. Rosenthal decided to do a statistical analysis that was quite extraneous to the main purpose of his dissertation. The results of that analysis showed that somehow, something he did influenced the subjects and therefore increased the probability of verifying his hypothesis.

This started Rosenthal's search for an answer to a phenomenon he called "unconscious experimenter bias." His literature search took him back as far as 1885 with Ebbinghaus and his reference to the same phenomenon. Eventually Rosenthal conducted a dozen or so laboratory experiments, all of which showed experimenter bias or influence in some way. He later accepted an offer from elementary school principal, Lenore

Jacobson, to use her school for an experiment in teacher expectations. Pygmalion in the Classroom (Rosenthal & Jacobson, 1968) created wide interest and controversy about teacher expectations as self-fulfilling prophecies.

Since the Pygmalion study, research has been conducted in various grade levels and in different subject areas, including physical education, special education and reading groups. Teacher bias, intentional as well as unintentional, has been studied and interpreted. Much of the recent research has resulted in contradictory findings. In a 1978 survey of the literature, 40% of the 112 studies involving teacher expectations found significant support for expectancy affects (Cooper, 1983). More recent studies on teacher behavior and student behavior toward the teacher continue to have mixed results. However, most educators believe that teachers do treat children of different ability, gender, SES, and race differently. Or as Good (1987) puts it: "The problem of low teacher expectations may not be one of simple identification or labeling of students . . . but rather of "inappropriate knowledge" of how to respond to students who have difficulty learning."

Teacher preparation programs today must compete with Arts and Science courses and many valuable professional courses have been lost or condensed as requirements change. Methods courses often do not provide time to reflect upon the many abilities of today's children or teach appropriate methods of instruction for all levels.

Students enter the teaching profession armed with the few ideas garnered in their reading, math, science and social studies methods courses but are not well prepared to teach the variety of children they may find in

their classroom. Preconceived notions about children or groups of people often influence how and what is taught. Teacher preparation courses often do not have time to share the most recent research and it is usually not until graduate school that a teacher learns to question research findings or how to interpret the results. There is much to be learned about teacher expectations and wide disagreement among educators and psychologists continues. Students need to know more about the nature of individual differences and how teacher actions can affect them.

While past research focused on race and/or socioeconomic status, recent findings have dealt with gender and non-verbal behavior. Also subjects such as reading, which uses grouping as a teaching strategy, have been studied for expectancies. The attached bibliography provides an update of some of the most recent research in these areas. Good (1987) points out that it is important to recognize that teacher expectations may involve the entire class, groups of students, or certain individuals. "General expectations include teachers' beliefs about the changeability versus the rigidity of students' abilities, students' potential to benefit from instruction, the appropriate difficulty level of material for students, whether the class should be taught as a group or individually, and whether students should memorize material or interpret and apply key concepts that are presented." It is important that teachers become informed. They must be decision makers and apply these research findings to their own classrooms.

Many teachers have been exposed to this research through inservice and area workshops. Other teachers across the United States are trained in the TESA (Teacher Expectations and Student Achievement) and/or GESA (Gender

Expectation and Student Achievement) programs. However, studies show that college students often have pre-conceived notions about student expectancy and achievement. I believe that it is appropriate to expose preservice teachers to the research before they ever get into a classroom. Research in the 1970's found that some college students rated lower socioeconomic groups higher than other groups on the likelihood of being illiterate and coarse, and at the same time rated middle and upper socioeconomic classes as more likely to be striving, complex, independent, creative, far-sighted, persistent, and intelligent. Thus it may follow that teachers appear to apply similar stereotypical characteristics to lower class children and expect less from them during lessons. Just how these expectations become real in the classroom could be explained as Good (1981) showed: (1) teachers expect different specific behaviors and achievement from particular students; (2) because of these different expectations they behave differently toward various students; (3) in turn, this different treatment sends different messages to students which affects their achievement, motivation, and self-concept; (4) over time, teacher actions shape students' behavior and teachers' initial expectations are met.

More and more textbooks are devoting chapters or sections to teacher expectations. Usually Rosenthal's original study is cited along with other more recent research by Good and Brophy, Cooper and Braun, Eder, or Weinstein, to name a few. Most such chapters do not point out, however, what behaviors a teacher can change in order to facilitate higher expectations and equal opportunity in the classroom. Additional reading needs to be assigned or perhaps a guest speaker trained in TESA or GESA would be valuable in sharing real experiences and results of such programs.

Guided observations are also useful in helping students see whether or not all children in the class are treated equally. Simple observation forms can be developed to gather information on the use of praise, questions, wait time, proximity, etc. The results of such observations can be shared and discussed in class and corrective tactics examined.

The attached observation form was developed for an early field experience class at a midwestern university. It was designed for a chapter on equal opportunity in the classroom which led into teacher expectations. Students used the grid to indicate the seating arrangement of the room and used codes to indicate where male or female students sat. Students also asked the participating teacher to indicate the seats of the 5 highest achieving students and the 5 lowest achieving students. One observation could then be used to analyze a variety of teacher behaviors including gender and ability bias or even teaching to one group of students in a particular part of the room. The observation form could be adopted for various other purposes including proximity or teacher walking patterns. Observations such as this can easily be assigned when students are at their field site and later discussed when teacher expectations is covered in class.

Preservice teachers may quickly discover that some teachers noticeably differentiate their behavior toward high or low achieving students while others do not. Research by Marshall & Weinstein (1984) confirmed earlier research that teachers' beliefs about the nature of intelligence may influence their classroom behavior. It appears that some teachers view intelligence as relatively stable and singular in nature while others view it as something that can be increased. Based on these views teachers treat

children of varying ability differently. Teachers who view intelligence as incremental usually communicate the belief that each student has the ability to improve regardless of current status. Prospective teachers who are aware of the research and taught to monitor classroom behavior more systematically and more accurately may be more likely to communicate rigorous expectations to all students (Good & Weinstein, 1986).

Because so many elements influence a teacher's behavior, research finds it difficult, if not impossible, to pin point cause and effect. We know that besides gender, social class and race are important sources of information and relate to teacher expectations. This is because a student's race and social class is directly observable and, along with gender, make up a teacher's first impression. It is also common to make "group" generalizations or generalized expectations for certain groups of people.

It is extremely important for teachers and prospective teachers to be aware of the research regarding teacher expectations. While teachers are generally correct in their judgments of what each child needs, unconscious biases or treatment of particular children can lead to the self-fulfilling prophecy. Research on teacher expectations is very complicated and many factors must be considered. If teachers are made aware of the research and their own behaviors, hopefully, all children will benefit. Treating all children equally (as human beings) is a first step. Only when teachers see beyond gender, race and socioeconomic factors can they decide what is best for each child and each ability level. Further research is needed in the area of teacher expectancies. Education programs can do their part by exposing prospective teachers to the research available and allowing them

the opportunity observe in various classrooms. By making teacher expectations a part of our professional curriculum we can influence teacher behavior now instead of trying to change it later.

BIBLIOGRAPHY

Arganbright, J. L., (1983). Teacher expectations--A critical factor for student achievement. NASSP Bulletin, 67, 93-95.

Babad, E., (1985). Some correlates of teachers' expectancy bias. American Educational Research Journal, 22, Sept. 175-183.

Babad, E., Inbar, J., & Rosenthal, R., (1982). Pygmalion, Galatea, and the Golem: Investigations of biased and unbiased teachers. Journal of Educational Psychology, 74, 459-474.

Benz, C. R.; and others (1981). Sex role expectations of classroom teachers, grades 1-12. American Educational Research Journal, 18, Fall, 288-302.

Bogner, C. J., (1983). Teacher expectations and student characteristics. Canadian Journal of Education, 8, 47-56.

Brattesani, K.; and others (1981). Student perceptions of differential teacher treatment as moderators of teacher expectation effects. Journal of Educational Psychology, 75, April, 236-47.

Brophy, J., (1983). Research on the self-fulfilling prophecy and teacher expectations. Journal of Educational Psychology, 75, 631-661.

Brophy, J., & Good, T., (1985). Teacher behavior and student achievement. The Third Handbook of Research in Teaching, Chicago: University of Chicago Press.

Cecil, N. L., (1988). Black dialect and academic success: A study of teacher expectations. Reading Improvement, 25, Spring, 34-38.

Cooper, H. M., (1983). A historical overview of teacher expectation effects. Paper presented at the Annual Convention of the American Psychological Association, Anaheim, CA, Aug. 26-30. (ERIC Document Reproduction Service No. ED 239 176).

Cooper, P. J., (1987). In or out of the pumpkin shell? Sex role differentiation in classroom interaction. Paper presented at the Annual Meeting of the Speech Communication Association, Boston, MA, November 5-8. (ERIC Document Reproduction Service No. ED 291 125).

Derlega, V., McAnulty, M., Stout, S., & Reavis, C. A., (1980). Pygmalion effects among blacks: When and how expectancies occur. Journal of Applied Social Psychology, 10, 260-271.

Doherty, J. & Hier, B., (1988). Teacher expectations and specific judgments: A small-scale study of the effects of certain non-cognitive variables on teachers' academic predictions. Educational Review, 10, 333-48.

Dusek, J. (Ed.), (1985). Teacher Expectancies. Hillsdale, N.J.: Erlbaum.

Eder, D., (1981). Ability grouping as a self-fulfilling prophecy: A micro-analysis of teacher-student interaction. Sociology of Education. 54, 151-162.

Frechtling, J.; and others (1984). A review of programs and strategies used in other American school systems for improving student achievement. Montgomery County Public Schools, Rockville, MD. Dept. of Educational Accountability. (ERIC Document Reproduction Service No. ED 255 581).

Galloway, C., (1984). Nonverbal behavior in teacher-student relationships: An intercultural perspective. In A. Wolfgang (ed.). Nonverbal Behavior: Perspectives, Applications, Cultural Insights, Toronto: C. J. Hogrefe.

Good, T. L., (1987). Two decades of research on teacher expectations: Findings and future directions. Journal of Teacher Education, 38, 32-47.

Good, T., (1981). Teacher expectations and student perceptions. Educational Leadership. 38, 415-422.

Good, T., & Brophy, J., (1986). School effects. In M. Wittrock (ed.), Handbook of Research on Teaching. (3rd ed.) (pp. 570-602), New York: Harper & Row.

Good, T. & Weistein, R., (1986). Teacher expectations: A framework for exploring classrooms. In K. Zumwalt (ed.). Improving Teaching. The 1986 ASCD Yearbook (pp. 63-85). Alexandria, VA: Association for Supervision and Curriculum Development.

Grayson, D. A. (1985). Implementing the gender expectations and student achievement (GESA) teacher training program. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois.

Grayson, D. A. (1987). Evaluating the impact of the gender expectations and student achievement (GESA) program. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, D.C., April 20-24. (ERIC Document Reproduction Service No. ED 283-881).

Harvey, G., (1986). Finding reality among the myths: Why what you thought about sex equality in education isn't so. Phi Delta Kappan, 67, 509-512.

Haskins, R., Walden, T., Ramey, C. T., (1983). Teacher and student behavior in high- and low- ability groups. Journal of Educational Psychology, 75, No. 6, 865-876.

Kleinfeld, J. and McDiarmid, G. W., (1986). Teacher expectations as a political issue in rural Alaska schools. Research in Rural Education, 4, Fall, 9-12.

Lakebrink, J. M., (1986). The best education for all. Illinois Schools Journal, 66, 11-19.

Locke, D. C., (1988). Teaching culturally different students: Growing pine trees or Bonsai trees. Contemporary Education, 59, Spring, 130-133.

Marshall, H. H., and Weinstein, R. S., (1984). Classrooms where students perceive high and low amounts of differential treatment. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, April.

Mitman, A., (1985). Teacher's differential behavior toward higher and lower achieving students and its relation to selected teacher characteristics. Journal of Educational Psychology, 77, 149-161.

Murphy, J. and Hallinger, P., (1985). Effective high schools--What are the common characteristics? NASSP Bulletin, 69, Jan. 18-22.

Nurss, J. R., (1987). Readiness for kindergarten. ERIC Digest, ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill. (ERIC Document Reproduction No ED 291 514).

Oakes, J., (1985). Keeping Track: How Schools Structure Inequality. New Haven, CT: Yale University Press.

Patrierce, L. A. & Kragt, D. M., (1986). Teacher expectations and student achievement: The ghost of Christmas future. Curriculum Review, 25, May-june, 48-50.

Proctor, C., (1984). Teacher expectations: A model for school improvement. Elementary School Journal, 84, 469-481.

Rolism, M. A. & Medway, F. J., (1985). Teachers' expectations and attributions for student achievement: Effects of label performance pattern, and special education intervention. American Educational Research Journal, 22, Winter, 561-73.

Rosenbaum, J. E., (1980). Social implications of educational grouping. In D. C. Berliner (ed.). Review of Research in Education. 8, Washington, D.C.: American Research Association.

Rosenthal, R. & Babad, E. X., (1985). Pygmalian in the gymnasium. Educational Leadership, 43, 36-39.

Rosenthal, R. & Jacobson, L., (1968). Pygmalion in the Classroom: Teacher Expectations and Pupil's Intellectual Development. New York: Holt, Rinehart and Winston.

Sadker, M. and Sadker, D., (1985). Sexism in the schoolroom of the 80's. Psychology Today, March, 54-57.

Sadker, M. & Sadker, D., (1986). Sexism in the classroom: From grade school to graduate school, Phi Delta Kappan, 67, 512-515.

Scott-Jones, D. & Clark, M. L., (1986). The school experiences of black girls: The interaction of gender, race, and socio-economic status. Phi Delta Kappan, 67, 520-526.

Shakeshaft, C., (1986). A gender at risk. Phi Delta Kappan, 67, 499-503.

Shannon, Patrick, (1985). Reading instruction and social class. Language Arts, Volume 62, 604-612.

Shavelson, R. J., & Stern, P., (1981). Research on teachers' pedagogical thoughts, judgments, decisions, and behavior. Review of Educational Research, 51, 455-498.

Smith, M., (1980). Meta-analysis of research on teacher expectations. Evaluations in Education, 4, 53-55.

Weinstein, R., Marshall, H., Brattesani, K., & Middlestradt, S., (1982). Student perceptions of differential teacher treatment in open and traditional classrooms. Journal of Educational Psychology, 74, 678-692.

Weinstein, R., (1982). Expectations in the classroom: The student perspective. An invited address at the meeting of AERA, New York.

Woolfolk, A. E., & Brooks, M., (1985). The influence of teachers' nonverbal behaviors on students' perceptions and performance. The Elementary School Journal, 85, 513-528.

FIELD ACTIVITY FOUR

Equal Opportunity in the Classroom

Name _____ Section _____ Date _____

School _____ Teacher _____

PURPOSE: The intent of this activity is to help you identify discriminating behavior toward particular students in the classroom and identify possible means for minimizing such behaviors.

PROBLEM: In this activity you will be concerned with four questions:

(1) Do boys or girls receive more opportunity to participate in classroom activities/questions?

(2) Do high achievers or low achievers receive more opportunity to respond to the teacher or participate in the lesson?

(3) Are more questions directed at one portion of the room regardless of the type of student who sits there?

(4) Does any one group of students give correct answers more often than others or are called upon to answer more often?

METHOD: To answer these questions you will need to conduct a systematic observation using a seating chart and codes given below. Directions for completing the observation follow:

Planning your observation

(1) Choose a class period when you think there will be teacher/pupil interaction, e.g. teacher questions or classroom discussion.

(2) Make a seating chart by sketching the arrangement of desks on the grid on the observation form. Indicate where boys and girls sit by marking M on desks for males and F on desks for females.

(3) When the lesson begins use the following code to mark the questions and responses of the students (in each block or seat).

Mark:
- A+ anytime a student answers a question correctly.
- A- anytime a student answers a question but has an incorrect answer or does not know the answer.
- ? anytime a student asks the teacher a question or raises hand and makes a comment.
- A anytime a student answers for another student as when a student does not know the answer and the teacher asks another student to help answer.

(4) When you have completed the observation, ask the teacher to identify the 5 highest achievers in the class and the 5 lowest. Mark these desks with an H for the high achievers and an L for the low achievers.

FINDINGS: Once you have completed your observation, summerize your findings in the following manner:

(1) The total number and percent of the A+, A-, and A's that were obtained by boys and by girls.

(2) The total number and percent of the A+, A-, and A's that were obtained by high achievers and by low achievers.

(3) The total number and percent of the A+, A-, and A's that were obtained by students in the front of the room and in the back of the room.

(4) The total number and percent of the A+, A-, and A's that were obtained by students in the middle of the room and at the side of the room.

ANALYSIS: Analyze your findings by:

(1) Comparing the number of boys and girls called upon during the lesson. Compare this with the actual proportion of boys and girls in the class. Are members of one gender called upon more frequently?

(2) Comparing the number of high and low achievers called upon during the lesson. Is one group called upon more freqently?

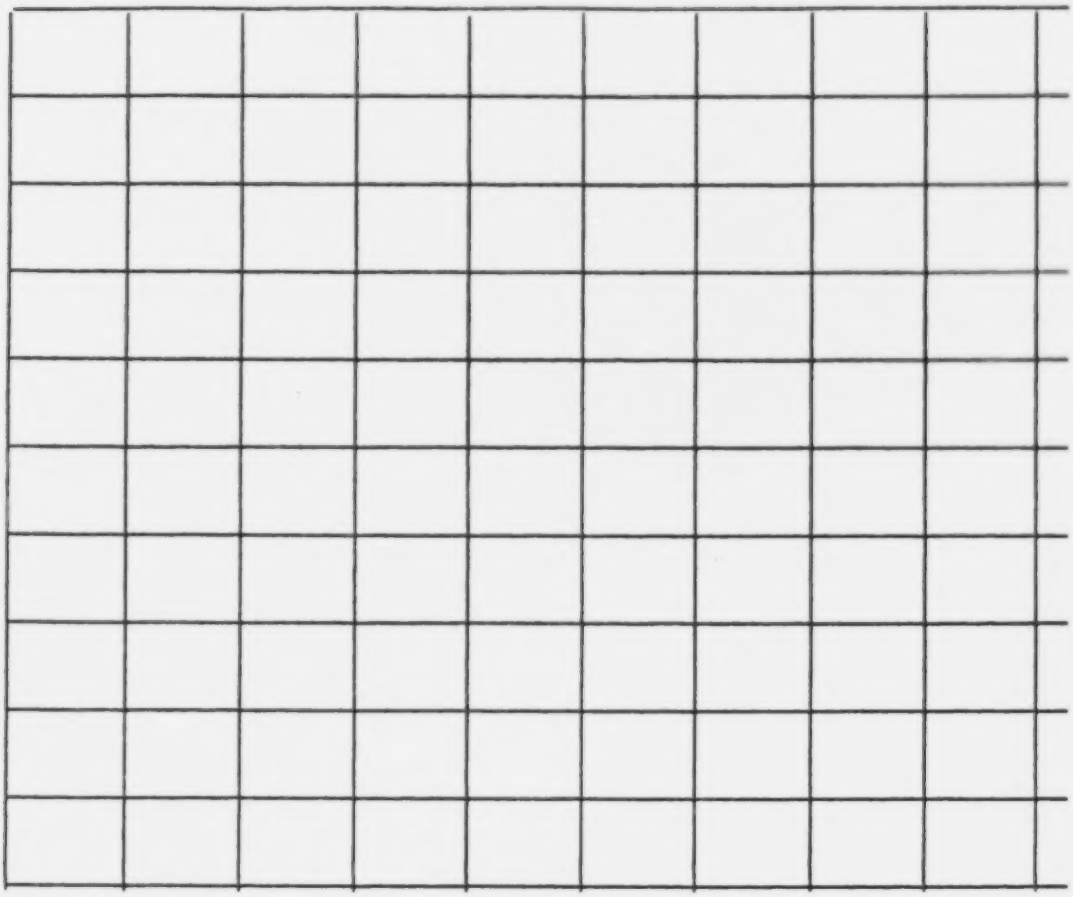
(3) Examine the location in the room where most questions were directed. Is one location called upon more frequently?

(4) It is easy to treat children differently because of race, gender, socio-economic status, or ability. As a teacher, what could you do to minimize discrimination in your classroom?

Report your findings and analysis on a separate page. Attach that page to your coded seating chart and to this direction sheet.

This form may be adapted for various types of observation, i.e. indicate the seats of minority children, code the walking pattern of the teacher, etc.

Each time the teacher interacts with a student, place the appropriate symbol in the student's seat.



Front of Room

Symbols: M = Male
F = Female

A+ = Correct response
A- = Incorrect response
? = Student asks question or comments
A = Student answers or completes an answer for another student

H = High achiever
L = Low achiever

Subject and Grade Level Observed _____